



# **California High School Exit Examination (CAHSEE)**

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## **Reporting Individual Student Results for the 2005–06 School Year**

### **Assistance Packet for School Districts and Schools**

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**December 2005**

Prepared by  
California Department of Education



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# Reporting Individual Student Results for the 2005–06 School Year

## Introduction

Individual student results for the California High School Exit Examination (CAHSEE) begin arriving in school districts approximately ten weeks after each administration. This assistance packet is designed to provide guidance to school districts and schools in their efforts to respond to the questions and concerns of parents and guardians of students who will take the CAHSEE during the 2005–06 school year. It includes facts about the CAHSEE program, questions and answers about reporting individual results, sample student and parent reports, and a sample cover letter to send with reports. This information should be shared with school district and school representatives who work with students, parents, and guardians.

In August of each year, the California Department of Education (CDE) releases an information guide for counties, school districts, and schools to explain CAHSEE summary results at the school, school district, and county levels. This assistance packet will provide school districts with the information they need to access aggregate results online and report results to the media and other interested parties.

## Communicating to Parents and Guardians

Schools and school districts are encouraged to provide a variety of opportunities for sharing information about the CAHSEE with parents and guardians. Annual notification to parents and guardians about the CAHSEE is a legal requirement for school districts. Suggested activities include the following:

- ☐ Provide information about the CAHSEE in back-to-school packets sent to parents and guardians at the beginning of each school year.
- ☐ Schedule presentations about the CAHSEE at back-to-school nights and/or other planned information sessions in the fall, which include information about the 2005–06 administrations of the CAHSEE in addition to results from the 2004–05 school year.
- ☐ Work with parent/guardian leaders to offer neighborhood meetings to provide information and answer parent/guardian questions and concerns about the CAHSEE.
- ☐ Encourage parents and guardians to discuss the results with their students.
- ☐ Refer parents and guardians to released test questions from the CAHSEE in English-language arts and mathematics available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- ☐ Encourage school personnel to provide ongoing information about the CAHSEE in their newsletters, information packets, e-mail list servers, and Web sites.



- ☐ Refer parents and guardians of students who took the CAHSEE with modifications to the *Questions and Answers about CAHSEE Test Variations* that describes the local waiver process. This document is located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>.

## Immediate Assistance for Parents and Guardians

Reporting individual student results after each administration of the CAHSEE requires setting up ways in which parents and guardians will receive immediate information and assistance with their questions and concerns. The following activities are suggested:

- ☐ Schedule school staff members and/or school district representatives to be available at school sites or at a central school district location for two or three days following the distribution of CAHSEE Student and Parent Reports to address parent/guardian questions and concerns. Notify parents and guardians of the time and location of this assistance prior to the distribution of results and/or in the cover letter that accompanies the report. If possible, translators for non-English-speaking parents and guardians should be provided.
- ☐ Set up a CAHSEE information hotline that parents and guardians may call to ask questions about their student's results. Advertise the hotline through school newsletters, Web sites, and other available means.
- ☐ Provide translations of student results in the home languages of parents and guardians. If translations are not possible, notify parents and guardians when, where, and how language assistance is available. Spanish translations of the *Facts about the CAHSEE, Questions and Answers for Parents and Guardians*, sample CAHSEE Student and Parent Reports, and the sample cover letter are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- ☐ Enclose specific information about your school district or school's remediation program(s) with the score reports for students who have not passed one or both parts of the CAHSEE.

## Communicating to Students

As students will want feedback about their CAHSEE results as soon as possible, school personnel should be prepared to answer student questions and provide additional information about their results. The following activities are suggested:

- ☐ Inform student leaders about how and when test results are to be reported and what they mean.
- ☐ Prepare fact sheets about the CAHSEE for publication in student newspapers.
- ☐ Schedule student information sessions to answer questions about the meaning and importance of the results, as well as to inform students of the resources available to students who did not pass one or both parts of the CAHSEE.



- ☐ Inform students of resources available to help prepare for the CAHSEE, including the CAHSEE study guides available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

## School District and School Employee Information

School district and school employees are key to the success of any communications effort. Parents, guardians, and community members rely on school district employees to address their questions and concerns about education. The following activities are suggested to prepare employees for their role as key communicators:

- ☐ Schedule information sessions to prepare all classified and certificated employees to answer general questions about the CAHSEE and to explain when, where, and how parents and guardians may receive information and assistance.
- ☐ Direct all school district employees to the CAHSEE program resources located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>. Provide a copy of the written information sent to parents and guardians, such as the *Questions and Answers for Parents and Guardians* included in this document, as well as a sample CAHSEE Student and Parent Report.
- ☐ Inform employees when individual student results will begin to arrive in the school district to prepare them for questions they may receive from students and their parents and guardians.

## A Plan for Success

It is important that CAHSEE results are seen as a tool for identifying what students have learned and what they still need to learn in order to be successful on the exam. In addition, school staff should share with students and their parents or guardians how results will be used to modify instruction to ensure that all students meet this graduation requirement. Parents and guardians also need to understand that the CAHSEE does not replace other graduation and coursework requirements that students must complete to receive a diploma.



## **CAHSEE Background Information**

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**Facts about the California High School Exit Examination (CAHSEE)**

**Reporting Individual Student Results for the 2005–06 School Year:  
Questions and Answers for Parents and Guardians**



# Facts about the California High School Exit Examination (CAHSEE)

State law authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools must pass to earn a high school diploma beginning in the 2005–06 school year.

## Purpose of the CAHSEE

The purpose of the CAHSEE is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics

## Notification of the CAHSEE Requirement

All students and their parents or guardians must be provided with notice of the CAHSEE requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][2]). At a minimum, the notification must include the following: the date of the exam; the requirements for passing the exam; the consequences of not passing the exam; and a statement that passing the examination is a condition of graduation (*Education Code* Section 48980[e]). Students who transfer from another school district must be notified at the time of enrollment.

## Test Content

The CAHSEE is divided into two parts: English-language arts and mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know and be able to do to graduate from high school.

### English-Language Arts

One part of the CAHSEE addresses state English-language arts standards in reading and writing.

This part of the exam consists of multiple-choice questions and a writing task. The reading section covers vocabulary, decoding, informational reading, and literary reading. Fifty percent of the passages are literary texts, and fifty percent are informational texts.

The writing section addresses writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage.

### Mathematics

The second part of the CAHSEE addresses state mathematics content standards. The math part of the exam consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

### CAHSEE Blueprints

The CAHSEE blueprints, which list the state content standards that are assessed on each part of the exam, are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.

## Test Variations

A test variation is a change in the manner in which a test is presented or administered, or in how an examinee is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is the CAHSEE measures or affect the comparability of scores, whereas a modification is a change that fundamentally alters what the test measures or affects the comparability of scores.



Students with disabilities must meet the CAHSEE requirement to receive a California high school diploma beginning with the 2005–06 school year. Students must be allowed to take the CAHSEE with any accommodations and modifications that are specified in their individualized education program (IEP) or Section 504 Plan for use on the CAHSEE standardized testing, or for use during classroom instruction and assessment. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification on one or both parts of the CAHSEE, have earned the equivalent of a passing score, and have met all other state and local school district graduation requirements may be eligible for a diploma if a waiver of the requirement to pass is granted by the local governing board. Parents or guardians must ask the school principal to submit a waiver on behalf of their student. More information on accommodations and modifications can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accmod.asp>.

Test variations must also be provided to English learners who regularly use them in the classroom. Examples include being tested in a separate room with other English learners, additional supervised breaks, extra time within the testing day, English-to-primary language or primary language-to-English translation glossaries, or allowing students to hear a translated version of the test directions and to ask clarifying questions in their primary language.

## Testing Opportunities

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten are given up to five additional opportunities to retake the part(s) of the test not yet passed. Students may only retake the part(s) of the exam not passed. The CAHSEE testing schedule through the 2007–08 school year is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their schools' testing dates from this schedule.

## Reporting and Using Results

Within ten weeks of the administration, school districts are sent two copies of the Student and Parent Report for each student who took the exam. One copy is to be provided to parents or guardians of the student and the other may be placed in the student's permanent record. Summary results for each school, school district, county, and the state are posted annually on the Internet.

The passing score for the mathematics part of the exam is approximately 55 percent of the test questions correct, or a scale score of 350. The passing score for the English-language arts part of the exam is approximately 60 percent, or a scale score of 350.

## Supplemental Instruction

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades seven through twelve who do not demonstrate sufficient progress toward passing the CAHSEE (*Education Code* Sections 37252 and 60851[f]).

## State and Federal Accountability Requirements

The CAHSEE results are used as one indicator in calculating the Academic Performance Index (API) for each high school and school district for the state accountability program. The CAHSEE results are also used to calculate Adequate Yearly Progress (AYP), part of the requirements of the federal No Child Left Behind (NCLB) Act of 2001.

## More Information

Additional information about the CAHSEE is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs> or by contacting a high school principal or counselor.





# Reporting Individual Student Results for the 2005–06 School Year

## Questions and Answers for Parents and Guardians ☐

### How and when do parents or guardians receive their student's CAHSEE results?

About ten weeks after the exam is administered, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive their student reports, they will distribute one copy to parents and guardians and place the other copy in the student's permanent record. This notification process occurs after each test administration.

### Is it important that parents and guardians keep a copy of the student report for their records?

Yes. The California Department of Education does not keep a copy of individual student reports. All individual student scores are confidential. Only group results for each school, school district, county, and the state are posted on the Internet.

### How are the individual student results reported?

The CAHSEE Student and Parent Report provides two types of information about a student's performance on the exam. The left side of the report shows the student's scale score, the scale score required to pass, and whether or not the student passed the English-language arts and mathematics parts. The right side of the report shows the number of questions answered correctly for each major strand of the content standards in English-language arts and mathematics tested with multiple-choice questions. The right side also shows the written essay score, which is scored on a scale of 1 to 4, with 4 being the highest score students can achieve.

### What is a scale score?

Although all test forms of the CAHSEE assess the same California content standards, each test form contains different questions. Therefore, one test form may be slightly more difficult or slightly easier than another. Scale scores account for differences in the difficulty of test questions, thus equalizing the variations in test difficulty across different administrations. Scale scores used for the CAHSEE range from approximately 275 to 450. A scale score of

350 or higher is necessary to pass each part of the CAHSEE.

### Who sees CAHSEE individual student score reports?

Only students, parents or guardians, and authorized school district personnel see individual student score reports.

### What happens if students do not pass the CAHSEE?

Students who do not pass one or both parts of the CAHSEE in grade ten must be given up to five additional opportunities throughout high school to retake the test. Students retake only the part(s) of the exam not passed. The CAHSEE testing schedule through the 2007–08 school year is posted on the Internet at <http://www.cde.ca.gov/ta/tg/hs/cahseedates08asp.asp>. School districts select their schools' testing dates from this schedule.

School districts are to provide additional instruction to assist students who do not pass the exam.

### What instructional support is available to students who do not pass the CAHSEE?

School districts are to provide additional instruction to assist students who do not pass the exam. Instructional programs may be offered during the summer, before or after school, on Saturday, or during intersession. Additional instruction may also be offered to a student who was enrolled in grade twelve during the prior school year.

### How can parents or guardians get their questions answered about the CAHSEE and/or their student's results?

Additional information about the CAHSEE is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs>. Parents and guardians should first direct their questions about the CAHSEE, including their student's results, to their student's teachers. They may also contact the school principal or counselor.



## **Sample Letters and Reports** ☐

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### **Sample Cover Letters for Principals to Send with CAHSEE Student and Parent Reports**

Sample Letter: Grade Ten and Eleven Students

Sample Letter: Grade Twelve Students

Sample Letter: Students Who Are Eligible for a Local Waiver

### **Sample Student and Parent Reports**

Sample One

Sample Two

Sample Three

Back of Student and Parent Report (for all samples)

Explanatory Notes for Sample Student and Parent Reports



# Sample Cover Letter for Principals to Send with CAHSEE Student and Parent Reports For Grade Ten and Eleven Students

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Dear Parent/Guardian:

Your student, along with other students at **(insert school name)**, participated in the administration of the California High School Exit Examination (CAHSEE) in **(insert one of the following administrations: September/November 2005 or February/March/May 2006)**. All students must satisfy the CAHSEE requirements in addition to all other local and state graduation requirements to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate competency in the California content standards for English-language arts and mathematics.

Enclosed you will find your student's CAHSEE Student and Parent Report indicating the results for each part of the exam (English-language arts and mathematics). Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort.

For grade ten students who did not pass one or both parts of the exam, please be assured that there will be several additional opportunities to do so. Students only retake the part(s) of the exam they have not yet passed. Grade eleven students who did not pass one or both parts of the exam will have two opportunities to take the CAHSEE this year; once in **(insert September or November)** and then again in **(insert February or March or May)**. In addition, grade eleven students who do not pass will have **(insert one of the following: three opportunities during their senior year or two opportunities during their senior year and one in the fall of 2007\*)**. Our school's testing dates will be announced annually. We also will be providing additional instruction to help students who need assistance.

More information about future testing dates and plans for providing additional assistance for individual students will be included in our back-to-school packet. If you have any questions about the CAHSEE or your student's results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with parents, guardians, and students to successfully implement this important testing program.

**Note:** Principals who have planned parent/guardian information meetings to explain the 2005–06 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.

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\* Future test dates and the number of additional testing opportunities will need to be adjusted depending on the administration for which you are reporting.



# Sample Cover Letter for Principals to Send with CAHSEE Student and Parent Reports For Grade Twelve Students

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Dear Parent/Guardian:

Your student, along with other students at **(insert school name)**, participated in the administration of the California High School Exit Examination (CAHSEE) in **(insert one of the following administrations: September/November 2005, February/March/ May 2006, or fall of 2006\*)**. All students must satisfy the CAHSEE requirements in addition to all other local and state graduation requirements to receive a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate competency in the California content standards for English-language arts and mathematics.

Enclosed you will find your student's CAHSEE Student and Parent Report indicating the results for each part of the exam (English-language arts and mathematics). Students who now have passed both parts of the CAHSEE are to be commended for their outstanding effort.

Grade twelve students who have not yet passed one or both parts of the exam will have **(insert one of the following: two more opportunities during the 2005–06 school year or one more opportunity during the 2005–06 school year and one opportunity in the fall of 2006\*)**. Students only retake the part(s) of the exam they have not yet passed. Our school's testing dates will be announced annually. We also will be providing additional instruction to help students who need assistance.

If you have any questions about the CAHSEE or your student's results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with parents, guardians, and students to successfully implement this important testing program.

**Note:** Principals who have planned parent/guardian information meetings to explain the 2005–06 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.

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*\* Future test dates and the number of additional testing opportunities will need to be adjusted depending on the administration for which you are reporting.*



# Sample Cover Letter for Principals to Send with CAHSEE Student and Parent Reports For Students Who Are Eligible for a Local Waiver

Dear Parent/Guardian:

Beginning with the 2005–06 school year, all public school students must pass the California High School Exit Examination (CAHSEE), as well as meet other state and local school district requirements to earn a California high school diploma. Students with disabilities must be permitted to take the CAHSEE with any of the accommodations or modifications specified in their individualized education program (IEP) or Section 504 Plan.

Your student took one or both parts of the CAHSEE using a modification as specified in his or her current IEP or Section 504 Plan and received the equivalent of a passing score. A modification is a variation in the testing environment or process that fundamentally alters what the test measures or affects the comparability of scores. Your student has the following in place and so qualifies for the local waiver of the requirement to successfully pass one or both parts of the CAHSEE:

- ☐ An IEP or Section 504 Plan is in place that requires the modification(s) to be provided to the pupil when taking the CAHSEE
- ☐ Sufficient high school-level coursework that has been either satisfactorily completed or is in progress in a high school-level curriculum sufficient to have attained the skills and knowledge needed to pass the CAHSEE
- ☐ The equivalent of a passing score on the CAHSEE

At your request, the principal shall petition the **(insert name of local governing board)** on your student's behalf to waive the CAHSEE requirement for the portion of the exam that was modified for your student. Please contact the principal at your student's school to request that he or she submit the petition for the local waiver. If you have any questions about the CAHSEE or your student's results, please contact the school office at **(insert phone number here)**. Our entire staff will be working with parents, guardians, and students to successfully implement this important testing program.

**Note:** Principals who have planned parent/guardian information meetings to explain the 2005–06 results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.



# Sample Student and Parent Reports ☐

The following three paragraphs describe the sample student and parent reports found on Pages 12–14. These three samples illustrate the more common explanatory notes that appear on reports. A list of all the explanatory notes that may appear on the student and parent reports can be found on page 15.

## Sample One

Scores on the left side of this sample report show that the student passed the mathematics part of the exam during a previous administration and took but did not pass the English-language arts part of the exam during the current administration. This means that the student only needs to retake the English-language arts part of the exam.

## Sample Two

Scores on the left side of the sample report show “NOT ATTEMPTED” for the mathematics part of the exam and “PASSED” for the English-language arts part.

## Sample Three

Scores on the left side of the sample report show “MODIFIED” for the mathematics part of the exam and “ABSENT” for the English-language arts part. The “MODIFIED” at the left side of the sample report shows that the student took the mathematics part of the CAHSEE using modifications as specified in his or her individualized education program (IEP) or Section 504 Plan. If the student received a score of 350 or higher on this part, he or she may be eligible for a waiver of the CAHSEE requirement. In this case, principals may want to include procedures for requesting a waiver of the CAHSEE requirement with the cover letter and CAHSEE Student and Parent Report [*Education Code* Section 60851(c)].

**Sample Front of Student and Parent Report (Sample One)****California High School Exit Examination  
Student and Parent Report**

	Your Score	Score Required to Pass
Mathematics		
English-Language Arts	323	350

STUDENT NAME:  
DATE OF BIRTH:  
STUDENT ID:  
GRADE: **12**  
SCHOOL: **Example High School**  
DISTRICT: **Example School District**  
COUNTY: **Example County**  
TEST DATES: English-Language Arts **02/07/06**  
Mathematics **02/08/06**

**MATHEMATICS**

Your Total Mathematics Score: **SATISFIED REQ**

The district reported that your student previously satisfied the requirement to successfully pass this portion of the *CAHSEE*. This report is not proof of a passing score.

**STRANDS FOR MATHEMATICS**

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics			
Number Sense			
Algebra & Functions			
Measurement & Geometry			
Algebra I			

**ENGLISH-LANGUAGE ARTS**

Your Total English-Language Arts Score: **323 - NOT PASSED**

**STRANDS FOR ENGLISH-LANGUAGE ARTS**

	Number of Questions	Number Correct	Percent Correct
<b>READING</b>			
Word Analysis	7	4	57%
Reading Comprehension	18	8	44%
Literary Responses & Analysis	20	8	40%
<b>WRITING</b>			
Writing Strategies	12	7	58%
Writing Conventions	15	7	47%

**WRITING APPLICATION\***

	Maximum Score	Your Score
Essay 1	4.0	1.0

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Application score counts as 20% of your total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

You may obtain copies of selected test questions at your school or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

**Sample Front of Student and Parent Report (Sample Two)** ☐**California High School Exit Examination  
Student and Parent Report**

<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 70%;"></th><th style="width: 15%; text-align: center;">Your Score</th><th style="width: 15%; text-align: center;">Score Required to Pass</th></tr></thead><tbody><tr><td>Mathematics</td><td></td><td></td></tr><tr><td>English-Language Arts</td><td style="text-align: center;">383</td><td style="text-align: center;">350</td></tr></tbody></table>		Your Score	Score Required to Pass	Mathematics			English-Language Arts	383	350	<p>STUDENT NAME: DATE OF BIRTH: STUDENT ID: GRADE: <b>10</b> SCHOOL: <b>Example High School</b> DISTRICT: <b>Example Unified</b> COUNTY: <b>Example County</b> TEST DATES: English-Language Arts <b>02/07/06</b> Mathematics <b>02/08/06</b></p>																													
	Your Score	Score Required to Pass																																					
Mathematics																																							
English-Language Arts	383	350																																					
<p><b>MATHEMATICS</b></p> <p>Your Total Mathematics Score: <span style="border: 1px solid black; padding: 2px 10px;"><b>NOT ATTEMPTED</b></span></p> <p>Your student answered 5 or fewer questions on this portion of the exam.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">STRANDS FOR MATHEMATICS</th><th style="width: 15%;">Number of Questions</th><th style="width: 15%;">Number Correct</th><th style="width: 30%;">Percent Correct</th></tr></thead><tbody><tr><td>Probability &amp; Statistics</td><td></td><td></td><td></td></tr><tr><td>Number Sense</td><td></td><td></td><td></td></tr><tr><td>Algebra &amp; Functions</td><td></td><td></td><td></td></tr><tr><td>Measurement &amp; Geometry</td><td></td><td></td><td></td></tr><tr><td>Algebra I</td><td></td><td></td><td></td></tr></tbody></table>	STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct	Probability & Statistics				Number Sense				Algebra & Functions				Measurement & Geometry				Algebra I																	
STRANDS FOR MATHEMATICS	Number of Questions	Number Correct	Percent Correct																																				
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**Sample Front of Student and Parent Report (Sample Three)****California High School Exit Examination  
Student and Parent Report**

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## Back of Student and Parent Report (for all samples)

### CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

#### About Your Student and Parent Score Report

PLEASE RETAIN THIS REPORT FOR YOUR RECORDS

#### General Information

The top part of this report includes your student's scores on the California High School Exit Examination (CAHSEE) and general information about your student.

The upper left section of this report contains your student's total test score for mathematics and English-language arts. Your student's test score for each subject is reported as a scale score, which ranges from approximately 275-450. A scale score of 350 is necessary to pass each subject. Your student will need to receive a passing score on each subject to receive a high school diploma.

If your student did not receive a score of at least 350, then he or she is entitled to remediation. Students will continue to have opportunities to pass this test. Keep in mind that all other graduation requirements still must be met to graduate.

The upper right section of this report contains your student's name, date of birth, student identification number (if provided by your school), school name, testing dates, and other general information.

#### Taking the CAHSEE with Modifications

If your student took one or both portions of the test with modifications as specified in his or her individualized education program (IEP) or Section 504 Plan, then one or both of your student's scores was marked "modified." Taking the test with modifications changes what is being tested. If the score marked "modified" was 350 or higher, your student may be eligible for a waiver of the CAHSEE requirement. Please see your school administrator for information regarding the local waiver process.

#### California Content Standards

All questions on this examination address California Content Standards for Mathematics and for English-Language Arts. Adopted by the State Board of Education, these standards describe what students should know and be able to do in these subject areas.

#### Mathematics

The Mathematics section of the report describes how well your student performed on the mathematics portion of the test. "Your Total Mathematics Score" shows your student's mathematics scale score and whether your student passed the mathematics test.

Information also is provided for each of the five major areas (strands) tested: Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I. This report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

#### English-Language Arts

The English-language arts section of the report describes how well your student performed on the English-language arts portion of the test. "Your Total English-Language Arts Score" shows your student's English-language arts scale score and whether your student passed the English-language arts test.

Information is also provided for each of the six major areas (strands) tested: Word Analysis, Reading Comprehension, Literary Response & Analysis, Writing Strategies, Writing Conventions (spelling, grammar, and punctuation), and Writing Application. For the first five strands, the report shows the number of questions for each strand, as well as the number and percent of questions your student answered correctly.

The score for the Writing Application shows how well your student wrote an essay. The essay is scored on a four-point scale, with 1 being the lowest score a student can receive and 4 being the highest. Students also can receive a "non-scorable" (NS) score if they do not write enough to score, write off the topic, write illegibly, or write in a language other than English. The essay is read at least twice by professionally trained scorers.

#### Final Note

Your student's scores are based on the results of one test. As with any test score, your student's CAHSEE score includes some uncertainty that can be quantified by calculating a statistic called the standard error of measurement. Information about the standard error of measurement for the CAHSEE mathematics and English-language arts tests may be found at: <http://www.ets.org/cahsee/library.html>. □

Many factors must be considered when looking at your student's academic achievement, including other test scores, grades, the student's work, and teacher evaluations. You should contact your student's school for more information about your student's current academic performance and ways you can help him or her succeed.

You may obtain copies of selected test questions and additional information about the California High School Exit Examination at your school or on the California Department of Education Web site at: <http://www.cde.ca.gov/ta/tg/hs/index.asp>. □



## Explanatory Notes for Student and Parent Reports ☐

The following chart lists all of the explanatory notes that may appear on the student and parent reports.

Score Box Text	Explanatory Note
PASSED	None
NOT PASSED	None
ABSENT	Student was absent for this portion of the exam. OR Your student was absent due to a medical emergency.
SATISFIED REQ	The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.
NOT ATTEMPTED	Your student answered five or fewer questions on this portion of the exam. OR Your student did not answer any questions on this portion of the exam.
MODIFIED	Your student took this test using modifications as specified in his or her individualized education program (IEP) or Section 504 Plan. See "Taking the CAHSEE with Modifications" on the back of this report.
INVALIDATED	The school invalidated your student's score. Please contact school officials for more information
PENDING	Your student's exam has not yet been scored. A new report will be printed when the exam is scored.
TESTED BEFORE	Your grade 10 student was already tested at a different school.